



## Bully Prevention Lab University of Missouri

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***Cool School By The Social Express*** is an interactive, Social and Emotional Learning curriculum designed to specifically address situations related to bullying. The program is developmentally appropriate for elementary-aged youth, and can be implemented individually, in small groups, individual classrooms, or school-wide. In the previous academic year, *Cool School* was implemented in a pre/post format for a number of elementary aged youth. Pilot sample demographics include 439 students with 4% in Kindergarten, 20% in 1<sup>st</sup> grade, 19% in 2<sup>nd</sup> grade, 29% in 3<sup>rd</sup> grade, 15% in 4<sup>th</sup> grade and 13% in 5<sup>th</sup> grade, including a gender distribution of 44% female and 56% male, 49% on free or reduce priced lunch, and 14% with an IEP or 504 plan. The race and ethnic distribution included 74% European American, 15% African American, 5% multi-race, 4% Latino/a, and 2% identified as other. In this pilot evaluation, students received at least 8 weeks of instruction in *Cool School*, and implementer varied across school sites. Results of this initial implementation, based on a repeated measures MANOVA, revealed increases in prosocial behaviors (DMean  $-.06$ ,  $t_{(202)} = -2.17$ ,  $p = .031$ ), decreases in victimization (DMean  $.12$ ,  $t_{(205)} = 2.92$ ,  $p = .004$ ), and increases in academic self-efficacy (DMean  $-.15$ ,  $t_{(206)} = -2.80$ ,  $p = .006$ ) on student self-report measures (3<sup>rd</sup> through 5<sup>th</sup>). Additionally, teacher-report measures (K through 5<sup>th</sup>) revealed increases in prosocial behaviors (DMean  $-.20$ ,  $t_{(253)} = -5.02$ ,  $p = .000$ ), emotional regulation (DMean  $-.26$ ,  $t_{(254)} = -6.29$ ,  $p = .000$ ), and academic competence (DMean  $-.07$ ,  $t_{(255)} = -1.99$ ,  $p = .0471$ ). Therefore, students who received *Cool School* instruction improved in substantive areas related to bullying involvement, social and communication skill acquisition, and academics through both student (self-perception) and teacher (adult-perception) reports after 8 weeks of instruction (*see* Theory of Change).



